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ABSTRACT

Three major sections, English language development, language arts curriculum, and historical overviews, compose this bibliography compiled from a review of Dissertation Abstracts International, July 1973-June 1974 and July 1974-June 1975. Its focus is on prekindergarten and primary minority groups and disadvantaged children, and it excludes those studies dealing exclusively with dialects, black dialect, bilingualism, and specific reading programs. Studies in the last four areas which focus on English language development are included. Among the categories listed under the first section are: linguistics, linguistic development at various ages, diagnostic intelligence tests, perceptual development, memory skills, and verbal problem solving. Standard English, English as a second language, language development curriculum, language and reading achievement, writing and spelling, and involvement of other in language growth are among the categories subsumed by the second section. Nine references are included under historical review intended to help to view the present developments in perspective. The conclusion provides a summary of the major points. It is suggested that no one has resolved the problem of developing adequate language abilities in young, disadvantaged, and minority children.
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EARLY CHILDHOOD EDUCATION - AN UPDATED
COLLECTION OF DISSERTATION ABSTRACTS OF REPORTS
DEALING WITH
ENGLISH LANGUAGE DEVELOPMENT AND LANGUAGE ARTS
CURRICULUM FOCUSING ON THE DISADVANTAGED

by

KATHARINE RUBIN

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INTRODUCTION

The purpose of this study is to cull from two years of dissertation abstracts those reports that deal with the English language development programs and the language arts curriculum of pre-kindergarten and primary (kindergarten and first grade) minority groups and disadvantaged children, ages 3-1 through 7-6. Excluded from this report are those studies dealing exclusively with dialects, black dialect, bilingualism and specific reading programs. Studies in these last four areas which focus on English language development and language arts are included.

The goal, in preparing this document, is to bring myself up to date on what dissertation research has been reported from July 1973 through June 1975 in order to gain a clearer perception of the types of work done on the doctoral level in the area described above and, thereby, enhance my own background and knowledge.

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The method used to accomplish this goal involves reviewing Dissertation Abstracts International, July 1973-June 1974 (Vol. 34) and July 1974-June 1975 (Vol. 35) by checking the indices for specialized descriptors in order to identify documents falling within the categories described above.

The list of descriptors and identifiers includes Appalachian, Black, Chicanos, Children, Composition, Curricular, Disadvantaged, Early, Elementary, English, First, Five, Four, Grammar, Handwriting, Headstart, Kindergarten, Language, Linguistic, Listening, Low, Mexican, Minority, Negro, Nonverbal, Nursery, Oral, Phonological, Poor, Pre, Preschool, Primary, Readers, Readiness, Reading, Seven, Six, Socioeconomic, Spanish, Speaking, Speech, Spelling, Television, Test, Three, Title I, Verbal, Vocabulary and Written.

For the purposes of this document the term "relevant" is limited to include children described as belonging to low-socioeconomic, low income, disadvantaged or minority groups and/or living in rural, semi-rural or inner-city areas. The geographical area includes the United States and Canada. IQ 70 is the cut-off. The children may have been referred to a clinic with a non-specified

language disability as long as they remain within the regular classroom for their instruction. Excluded from this document are the categories: Special Education, Mentally Retarded and EMR, Perceptually Handicapped, as well as children who are developmentally delayed nonverbal, hard of hearing, deaf, blind and have other diagnosed language and learning disabilities which remove them from the regular classroom for instruction.

Using the above list of descriptors and identifiers, eighteen hundred abstracts were identified and read in order to determine their appropriateness for inclusion in this report. This process yielded six hundred possible studies, which were xeroxed; the volume, book and page numbers noted on the top of each study. A reduction process ensued in which each xeroxed study was examined in light of the originally stated purpose and certain additional studies were eliminated, narrowing down the original six hundred to the present set of three hundred and thirty two xeroxes which make up the main body of this document. These were then organized into meaningful units and arranged chronologically and alphabetically by author within each year.

The xeroxed abstracts in this document are divided into two broadly defined areas - those that deal primarily with the developmental-maturational side of language acquisition and those that deal primarily with the school fostered curriculum including the language arts of speaking, writing, spelling and listening.

Linguistics, which studies human speech in its various aspects, focuses on the innate language structure of the child. This area includes phonology, morphology, syntax, semantics, grammar and vocabulary. Contained within these are phonemic studies, syntactic complexity of language studies made possible by the T-unit system of Hunt (1965) and used to assess the child's oral language development, studies of metaphor and vocabulary diversity including labelling and form-function of words.

The second part examines linguistic development at various age levels including developing syntactic styles and universal language emergence in native English speakers as well as in young children acquiring English as a second language. Piaget language categories are also considered.

The next several categories deal with the inter-relationship of language, intellectual, sensory, perceptual, and conceptual development. The Wechsler Intelligence Scale for Children (WISC) and the Illinois Test of Psycholinguistic Abilities (ITPA), two diagnostic intelligence tests which also measure language abilities, can be used as effective screening devices for language disabilities. The section on the sensory skill of auditory discrimination includes the Wepman Auditory Discrimination Test (WADT) used to test speech-sound discrimination so important to early language acquisition. Also investigated is the relationship of socioeconomic status to auditory discrimination.

Perceptual development includes auditory perception, modality strength, and the Bender Visual Motor Gestalt Test due to the close relationship of visual-motor perceptual functioning and the ability to write. The section on concept development contains abstracts of research studies in conceptualization and its relationship to language. The developing child is looked at from a Piagetian point of view and the concepts explored are conservation, classification, seriation, reversibility and temporal and spatial orientation.

Memory includes short term auditory memory, functionally related to language development as well as memory and its role in oral communication. Verbal problem solving contains studies which examine the idea that the solving of verbal mathematics problems may not be a function of knowledge but may be directly related to linguistic development. The section on motor skills examines the relationship of motor coordination to oral language skills. Nonverbal communication consists of gestures, facial expressions and eye contact that accompany effective speech.

The above categories comprise the first broad area of this document - that of the developmental-maturational aspect of language acquisition. The next series of categories deals primarily with the school oriented curriculum including the language arts of speaking, writing, spelling and listening. Many young black children come to school speaking a type of English, containing certain phonological and syntactical differences, that seem to interfere with their ability to function in the school world. Standard English is a section containing abstracts which deal specifically with teaching black children to speak standard English. Young Cuban, Puerto Rican and Mexican-American children, who may or may not come to school with a fluent

grasp of their native tongue, are taught to speak English in programs designed specifically for children learning English as a second language.

In order to plan curricular materials and programs for developing language in young children it is necessary to be able to pin-point specific areas of deficiency and/or skill and also have a means of pre-testing and post-testing in order to test the success and/or failure of a long-range program. Among the diagnostic language tests included in this section are Peabody Picture Vocabulary Test (PPVT) (receptive vocabulary), Metropolitan Readiness Test (MRT), (word meaning, copying, listening), Test of Basic Experiences Level L (TOBE), (language), Revised Cooperative Preschool Inventory (CPI) (associative vocabulary, visual-motor perception) and First Grade Readiness Scale (handwriting, oral communication).

Language development curricular programs include the Peabody Language Development Kit, Level P (PLDK), the Distar Language Program (Bereiter-Engelmann), Head Start, Follow Through and several versions of home visit parent education programs in which parents are seen as an instrumental force in the language

development of the very young child. This section also contains abstracts concerned with general language arts curricular information as well as curricular preferences of parents and educators. The next section contains studies linking oral language development to later reading achievement. Also included here is the language arts approach to reading. Studies focusing on the language arts of writing, spelling and listening are in their respective categories.

Language growth is an on-going process. A child's verbal relationship with other people, including the very close, special one with his parents, the more formal one with his teachers and the interpersonal communication patterns established with his peer group can affect his language development in many ways. Abstracts in this section focus specifically on these three areas.

An important curricular device used to foster language development in young children is to use other content areas in order to provide natural learning situations which the child has many opportunities to express himself, many chances to talk and many things to talk about. These content areas are examined: creative dramatics, creative expression, sociodramatic play, art and art appreciation, the social studies and sciences, and natural sciences.

One influence that seems to be gaining recognition as a force instrumental in affecting language development in young children is television, and for this reason several television studies are included in this document.

Historical overviews are included because they help one to view the present perspective. Such studies as "A Historical Analysis of Spelling Instruction in the United States, 1644-1973" are included.

In summary, then, the above categories and the abstracts contained within each one represent the sum total of relevant studies done on the dissertation level and published in Dissertation Abstracts International, July 1973-June 1974 (Vol. 34) and July 1974-June 1975 (Vol. 35).

ENGLISH LANGUAGE DEVELOPMENT

LINGUISTICS

Phonology and Morphology

Phonemic Segmentation And Blending Skills Of Kindergarten Children
Helfgott, Joan A., Ph.D., University of Connecticut, 1975
Vol. 33, No. 11, p.7156-A

Grammatical Morpheme Usage In The Beginning Reader
McClure, Judith Seloe, Ph.D., University of Colorado, 1974
Vol. 35, No. 12, Pt. 1, p.7759-A

Imitation, Comprehension, And Production Of Morphological Language Constructs
Within Subjects In Their Native And Second Language
Joseph Andrew Cinque, Ph.D., Fordham University, 1973
Vol. 34, No. 5, p.2381-A

Imitation, Comprehension, And Production Of Morphological Language Constructs
By Young Native and Non-Native Speakers of English
Christine Carmen De Vita, Ph.D., Fordham University, 1973
Vol. 34, No. 5, p.2383-A

Auditory Blending of Words and Syllables by Beginning Readers: A Comparison of
Initial and Final Blending
Helen Kallenberg Hoffman, Ph.D., Cornell University, 1973
Vol. 34, No. 11, p.7102-A-p.7103-A

A Preliminary Analysis of Certain Phonological Characteristics of South Florida,
Urban, Black Speech
John Morgan Taylor, III, Ph.D., University of Miami, 1973
Vol. 34, No. 1, p.301-A

Syntax

Syntactic Maturity And Vocabulary Diversity in the Oral Language of First,
Second, and Third Grade School Children
Ciani, Alfred Joseph, Ed.D., Indiana University, 1974
Vol. 35, No. 9, p.5983-A-p.5984-A

Interdependence of Vocabulary Diversity, the Length, and Purpose of Communication
Units for 3-, 4-, and 5-Year-Old Children from Low Income Families
Doss, Carolyn Jane, Ph.D., George Peabody College for Teachers, 1974
Vol. 35, No. 12, Pt. 1, p.7714-A-p.7715-A

The Effects of Elicitation Variables on the Language Performance of Normal and
Language Disordered Children
Fields, Thomas Alvin, Ph.D., University of Texas at Austin, 1974
Vol. 35, No. 8, p.5558-A

Oral Language Assessment: An Evaluation of a Modular Teacher Education Program
Manuel Reyes Mazon, Ph.D., University of Texas at Austin, 1974
Vol. 34, No. 9, p.5783-A

Syntactic and Semantic Complexity Used by Children in Response to Six Modes of Story Presentation

Schmidt, Eunice Louise Ontjes, Ph.D., University of Washington, 1974
Vol. 35, No. 8, p.4879-A

Relationships Between T-Unit Measures of Oral Language Maturity and Piagetian Stage of Mental Development

Robert Powell Abbott, Ph.D., University of Oklahoma, 1973
Vol. 34, No. 11, p.6854-A

An Evaluation of Recent Studies of Elementary and High School Student Language
Thomas Dexter Barbour, Ph.D., Northwestern University, 1973

Vol. 34, No. 6, p.2903-A-p.2904-A

A Study of the Effects of Student-Taken Photographic Essays on the Length and Complexity of Oral Language Production in Primary-Aged Children

Donald Martin Boehnker, Ed.D., Indiana University, 1973
Vol. 34, No. 8, p.4978-A

The Relationship of Sex, Social Class and Verbal Planning to the Disfluencies Produced by Nonstuttering Preschool Children

Winifred Watson Brownell, Ph.D., State University of New York at Buffalo, 1973
Vol. 34, No. 2, p.888-A

Deprivation or Intimidation: A Study of Social Influences on Children's Verbality
Craig, James Lewis, III, Ph.D., University of New Mexico, 1973

Vol. 35, No. 3, p.1550-A

Language Function: A Cross-Class Study of Verbal Performance

Hoffman, Gerard W., Ph.D., Yeshiva University, 1973
Vol. 35, No. 1, p.260-A-p.261-A

Conservation and the Comprehension of Syntax in Economically Disadvantaged Seven-Year-Old Negro Children

Barbara Ann Miller Hutson, Ed.D., University of Florida, 1973
Vol. 34, No. 10, p.6449-A-p.6450-A

Syntactical Representation in Selected Disadvantaged Young Children: A Comparative Study of the Developmental Stages of Drawing and Language

Albert Laughton Rauls, Ph.D., Florida State University, 1973
Vol. 34, No. 6, p.3039-A

A Linguistic Analysis of Disadvantaged Kindergarten Children's Verbal Responses to Questions

Barbara Joe Matthews Simmons, Ed.D., Texas Tech University, 1973
Vol. 34, No. 9, p.5603-A-p.5604-A

Semantics

Developmental Shifts in Children's Semantic Organization

Steinberg, Esther Reizman, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 7, p.4263-A-p.4264-A

Age, Language, Culture, Previous Knowledge, and Proverb as Social Metaphor: A Study in Relationships

Brewer, R.S.M., Patricia J., Ph.D., University of Pennsylvania, 1973
Vol. 34, No. 12, Pt.1, p.7658-A

Language Acquisition Through Modeling and Imitation

George Takashi Endo, Ph.D., University of Utah, 1973
Vol. 34, No. 2, p.614-A-p.615-A

Children's Semantic Expectations and Performance With an Exceptional Linguistic Structure

Cheryl Janice Gowie, Ph.D., State University of New York at Albany, 1973
Vol. 34, No. 6, p.3137-A-p.3138-A

Grammar

Comprehension and Production of English Relative Clauses in Adult Second Language Acquisition and Child First Language Acquisition
Bertkau, Jana Anne Svoboda, Ph.D., University of Michigan, 1974
Vol. 35, No. 5, p.2965-A

Grammar: Toward a Developing Methodology Compatible With New English Philosophy
Cromie, David, Ed.K., University of Colorado, 1974
Vol. 35, No. 12, Pt.1, p.7889-A-p.7890-A

The Effect of Context on Children's Comprehension of Language
Gourley, Judith W., Ph.D., Cornell University, 1974
Vol. 35, No. 9, p.6120-A

The Acquisition of Temporal Reference in Pre-School Children
Keller-Cohen, Deborah, Ph.D., State University of New York at Buffalo, 1974
Vol. 35, No. 10, p.6695-A-p.6696-A

The Identification and Teaching of Selected Temporal Constructions to Young Children
Ritter, Joyce Helen, Ed.D., Indiana University, 1974
Vol. 35, No. 9, p.6123-A

Cognition and the Acquisition of Selected Function Words in Poverty Children
Michael Linn Hanes, Ph.D., Indiana University, 1973
Vol. 34, No. 8, p.4925-A-p.4926-A

Grammatical Gender and Its Relationship to the Equal Treatment of Males and Females in Children's Books
Nilsen, Alleen Pace, Ph.D., University of Iowa, 1973
Vol. 35, No. 2, p.945-A

The Acquisition of Relative Clauses in English
Amy Louise Sheldon, Ph.D., University of Texas at Austin, 1972
Vol. 34, No. 2, p.754-A

Vocabulary

The Effect of Syntactical Structure on Word Identification by Kindergarten Children
Granskog, Dorothy Ruth, Ph.D., Michigan State University, 1974
Vol. 35, No. 3, p.1529-A

Formative Research in Black-White Peer Teaching Using Toys as a Medium for Instruction
Kamin, Carol Simon, Ph.D., Arizona State University, 1974, Vol.35, No.3, p.1353-A

An Investigation of Social Class Differences in Elaboration Using a Multiprocess Verbal Learning Model
Peter Robert Barcher, Ph.D., Syracuse University, 1973
Vol. 34, No. 11, p.7035-A

Formative Research in Peer Teaching Using Toys as a Medium for Instruction
Guillermína Engelbrecht, Ph.D., Arizona State University, 1973
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The Effectiveness of Three Types of Reinforcement on Word Recognition Learning by Inner City Children
Arthur Lewellyn Lutes, Ed.D., University of Rochester, 1973
Vol. 34, No. 5, p.2274-A

The Effects of Social Class, Preschool Experience, and Chronological Age on Labelling and the Identification of Function
Robert T. Smith, Ed.D., Rutgers University The State University of New Jersey, 1974
Vol. 34, No. 7, p.4006-A-p.4007-A

Pictorial and Verbal Stimuli and Order of Presentation in Children's Associative Learning

Stephen J. Thomsen, Ph.D., State University of New York at Albany, 1973

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Race and Sex of the Examiner and the Elicited Vocabulary of Black Kindergarten Children

Leonard Todd Gries, Ph.D., Hofstra University, 1972

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LINGUISTIC DEVELOPMENT AT VARIOUS AGE LEVELS

Egocentric Speech in Children: A Contrastive Analysis of Three Theories

Hewes, Dean Edward, Ph.D., Florida State University, 1974

Vol. 35, No. 8, p.5559-A - p.5560-A

Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Five)

Fantini, Alvino Edward, Ph.D., University of Texas at Austin, 1974

Vol. 35, No. 8, p.5376-A - p.5377-A

Developmental Growth Patterns of Young Children in Processing Syllables and Phonemes in Spoken Nonsense Words

Klaniecki, C.S.F.N., Florence M., Ph.D., University of Pittsburgh, 1974

Vol. 35, No. 12, Pt.1, p.7772-A - p.7773-A

Early Stages in the Non-Native Acquisition of English Syntax: A Study of Three Children From Zaire, Venezuela and Saudi Arabia

Nielsen, Thelma Henkes, Ph.D., Indiana University, 1974

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Syntactic Styles and Universal Aspects of Language Emergence

Ramer, Andrya L. H., Ph.D., The City University of New York, 1974

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Children's Speech and Communicative Competence

Riccillo, Samuel C., Ph.D., University of Denver, 1974

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Task Persistence in Early Childhood Education

Stephenson, Thomas Richard, Ph.D., Utah State University, 1974

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Children's Interpretation of Form-Function Ambiguity

Western, Richard Daniel, Ph.D., University of Minnesota, 1974

Vol. 35, No. 12, Pt.1, p.7884-A

An Analysis of the Spontaneous Language of Selected Urban Five Year Olds Through the Use of the Piaget Language Categories

Rita Ciotti Altman, Ed.D., Temple University, 1973

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Children's Acquisition of Phonological Stress Contrasts

Kay Atkinson-King, Ph.D., University of California, Los Angeles, 1973

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An Analysis of Interrogative Constructions in the Language of Black and White Children of Low and Middle Socioeconomic Status Aged Three to Six Years

Caskie, Polly Davis, Ph.D., Florida State University, 1973

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A Comparison of the Similarity in Language Skills of Identical and Fraternal Twin Pairs

Karen Mestel Fischer, Ph.D., University of Pennsylvania, 1973

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The Acquisition of English Syntax by Indonesian Children: Trends in the Development of Phrase Structure and Transformational Rules
Jakub Isman, Ph.D., Indiana University, 1973
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The Slow Speech Development of a Bright Child
Thelma Evans WEEKS, Ph. D., Stanford University, 1973
Vol. 34, No. 9, p.5951-A

DIAGNOSTIC INTELLIGENCE TESTS

The Validity of Psycholinguistic Configurations as Predictors of Reading Achievement
Brown, Rebecca Jane, Ph.D., University of Mississippi, 1974
Vol. 35, No. 3, p.1348-A

A Factor Analytic and Item Validity Study of the Performance of Selected Mississippi Kindergarten and First-Grade Students on the Revised Illinois Test of Psycholinguistic Abilities
Cox, Joseph Alexander, Ph.D., University of Southern Mississippi, 1974
Vol. 35, No. 10, p.6540-A

An Investigation of Relationships Between Preschool Children's Scores on the Denver Developmental Screening Test and Parent Responses to a Questionnaire and an Interview
Deitch, Barbara Sue, Ed.K., Northern Illinois University, 1974
Vol. 35, No. 12, Pt 1, p.7754-A - p.7755-A

The Relationship Between Allergic Conditions and Language and/or Learning Disabilities
Havard, Janice Goolsby, Ed.D., Baylor University, 1974
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The Effects of Teaching Test-Taking Skills on the Performance of Four Year Olds
McGlothlin, Mary Bradford, Ed.D., University of Southern Mississippi, 1974
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Four Presentation Modes of Televised Stimuli and Their Influences on the Cognitive Learning of Negro Children at Risk for Developmental Retardation: An Exploratory Study
Moore, Joseph Oliver, Ph.D., University of Wisconsin-Madison, 1974
Vol. 35, No. 10, p.6542-A

Patterns of Success and Failure in Early Childhood: Toward the Specification of Critical Intervention Variables
Nichols, Stephen Lynn, Ph.D., George Peabody College for Teachers, 1974
Vol. 35, No. 8, p.5177-A

An Investigation Into the Effects of Contingent and Noncontingent Reinforcement on Auditory Receptive Language Ability of Students With Developmental Disabilities
Rogers, Brenda Gayle, Ph.D., Ohio State University, 1974
Vol. 35, No. 11, p.6946-A

The Effectiveness of Measures of Intelligence and Psycholinguistic Abilities in Predicting the Academic Achievement of Culturally Disadvantaged Children
Stoneburner, Robert Lee, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 1, p.273-A

Socioeconomic Status and Levels of Ability
Jerry Douglas Harris, Ph.D., University of Minnesota, 1973
Vol. 34, No. 6, p.3138-A - p.3139-A

The Development of a Refined Scoring System for the Vocabulary Subtest of the Wechsler Intelligence Scale for Children
Olthof, E. Vaughn, Ph.D., Ohio University, 1973
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An Analysis of Assessment Procedures and Practices in a Tri-Cultural First Grade Population
Gary Dennis Snow, Ph.D., University of Oregon, 1973
Vol. 34, No. 6, p.3160-A-p.3161-A

A Comparative Analysis of the Performance of Clinic Subjects on the Wechsler Intelligence Scale for Children and the Revised Illinois Test of Psycholinguistic Abilities
Robert Michael Stausing, Ed.D., Ball State University, 1973
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A Factor Analytic Evaluation of Construct Validity of the ITPA With White Children
John Porter Vaughn, Ph.D., Mississippi State University, 1973
Vol. 34, No. 8, p.4895-A-p.4896-A

Development and Validation of a Group Test of Developmental Learning Skills and its Relation to Similar Individual Tests in the Field
Michael Allen Watson, Ed.D., Northern Illinois University, 1973
Vol. 34, No. 3, p.1143-A

Behavioral Correlates of Intellectual Performance Among Disadvantaged Three-Year-Old Negro Children
Gary LeGro Weld, Ed.D., University of Florida, 1973
Vol. 34, No. 11, p.7059-A

The Relationship Between Intelligence Structure and Psycholinguistic Abilities in Learning-Disabled Children
West, Dorris Estellene, Ph.D., North Texas State University, 1973
Vol. 35, No. 1, p.202-A-p.203-A

THE SENSORY SKILL OF AUDITORY DISCRIMINATION

Selected Environmental Factors Influencing Auditory Discrimination Skills of First Grade Students
Leach, Mozelle Phillips, Ph.D., University of Oklahoma, 1974
Vol. 35, No. 8, p.4999-A-p.5000-A

Auditory Discrimination in Six-Year-Old Children as a Function of Ethnic Group Membership
Rose, Helen Warren, Ph.D., The Catholic University of America, 1974
Vol. 35, No. 1, p.269-A-p.270

The Construction and Validation of Language Related Tests of Speech-Sound Discrimination for Specific Language Populations in First and Second Grades
Bryen, Diane Nelson, Ph.D., Temple University, 1973
Vol. 35, No. 7, p.4723-A

The effects of Music and Instruction on Auditory Discrimination Test Scores of Disadvantaged Preschool Students
Arthur C. Dawkins, Ph.D., Catholic University of America, 1973
Vol. 34, No. 8, p.4862-A

Responses of First Grade Children to Selected Phonemic Variations Based Upon Socioeconomic Status
Edwards, Charlye Mae Thompson, Ph.D., Georgia State University, 1973
Vol. 34, No. 12, Pt. 1, p.7464-A

The Performance of Lower Class Black and Lower Class White Children on the Wepman Auditory Discrimination Test: The Effects of Dialect and Training, and the Relationship to Reading Achievement
Gertruce Wernick Kaiger, Ed.D., Harvard University, 1973
Vol. 34, No. 11, p.7106-A

PERCEPTUAL DEVELOPMENT

The Affect of Auditory Modality Strength and Kinetic Structure Analysis on Knowledge Acquisition in Primary Grade Children
Ferraro, Elizabeth Jane, Ed.D., Columbia University, 1975
Vol. 35, No. 12, Pt.1, p.7633-A-p.7634-A

On some Phonetic Effects in Dichotic Listening
Benson, Peter John
University of California, San Diego, 1974
Vol. 34, No. 12, Pt.1, p.7729-A

A Study on the Effects of Individualized Learning Systems Analysis and Synthesis and Prescriptive Programming for Children in Grade 1
Mullen, Eileen Mary, Ed.D., Boston University School of Education, 1974
Vol. 35, No. 9, p.5932-A

A Screening Battery of Auditory Perceptual Abilities of Kindergarten Children
Osborn, Kathleen Nelson, Ph.D., University of Oklahoma, 1974
Vol. 35, No. 8, p.5178-A

The Bender Gestalt Test Among Mexican Children
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CONCLUSION

In doing a study of this size and complexity, it is impossible not to be struck by many things. The following is a summary of the major points.

The child's natural developmental-maturational process is a major force in shaping the child's control of oral language. The needs and drives of a child must be recognized and utilized in any curriculum as the basic foundation of educational intervention. The young child's language development at any given point is directly related to his position on a developmental-maturational curve. It is now possible to assess where he is on that curve by using any one of a number of excellent diagnostic language and verbal intelligence measures. There are many abstracts on this topic in this collection and could be of use to educators, linguistic scholars and psychologists. The second half of this point is that once the child is assessed, he must be exposed to a curriculum that is matched to his abilities, and yet, perhaps, one that can take him just a little further along.

Another interesting item one becomes aware of after sifting through myriads of abstracts is that in the last few years there have been certain technological advances, without which, a goodly number of these studies would have been impossible. One need only look through some of the books listed as references and see the paucity of studies done in the past to be struck by the increasing volume and sophistication of modern studies. The advances include computers, video as well as audio taping machines and television monitoring systems.

A paralleling result of the increasing sophistication of the research methods is the increasing sophistication of the investigator. One cannot use terms without knowing their specific meanings in the jargon of language research. Preparing a document of this type sharpens one's research skills as well as increases one's knowledge of professional definitions.

There is one last point to be made. Compiled here are many abstracts of theories and studies of language development and curriculum. Some of them challenge former assumptions and programs, others formulate new ideas and programs, but one thing stands out - no one has resolved the problem of developing adequate

language abilities in young, disadvantaged and minority children. Diversity of opinion is rampant; results of studies may be conclusive or inconclusive but one thing is certain, there is room for more research because no one can deny the incredible importance of optimal language acquisition and utilization to every human being on the face of this earth.

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